

Building Upon Success:



Geo Duncan, Consulting
American Council on the
Teaching of Foreign Languages

success since framgång geluk
e Foreign Language Assistance Program
sukkses успех successo growth
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OFFICE OF ENGLISH LANGUAGE ACQUISITION,
LANGUAGE ENHANCEMENT AND ACADEMIC
ACHIEVEMENT FOR LIMITED ENGLISH
PROFICIENT STUDENTS

September 2002

Foreward

Since 1992, the U.S. Congress has funded, and the Department of Education has operated, the Foreign Language Assistance Program (FLAP). As a part of the Elementary and Secondary Education Act of 1965, as amended, FLAP grants are awarded to state and local educational agencies that establish, improve or expand foreign language study programs for elementary and secondary school students. Awards to state educational agencies support programs that promote systemic methods to improve foreign language learning in the state. Local educational agencies use grant funds to demonstrate methods that can be disseminated and duplicated in other local educational agencies, and to provide professional development initiatives.

Under the No Child Left Behind Act of 2001, the Foreign Language Assistance Program is Title V, Part D, Subpart 9. The program is administered by the Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students (OELA) of the U.S. Department of Education.

This publication spotlights six programs from distinct areas of the country that embody the spirit of FLAP, and will continue to survive and flourish after federal funds are ended. Four school-based projects and two statewide initiatives illustrate the types of changes that FLAP is generating in the teaching of foreign languages in this country. While there are many other FLAP-supported programs throughout the nation, the highlighted programs herein provide the reader with a sense of what it takes to develop a program that will likely lead to positive change in our schools.

These select programs provide essential information about the goals of the FLAP grant and activities that have occurred since federal funding ceased. Finally, the publication concludes with a composite picture of each program's focus, its growth, current status and contact information.

“Project Unidos has made me more aware of the needs of multicultural children.”

a Broward County Schools principal

Project Unidos

Broward County Public Schools Fort Lauderdale, FL

The Broward County Public School System, encompassing the Fort Lauderdale, Florida area, is the fifth largest school district in the nation and continues to grow at an astonishing annual rate. Among students who move into the district from other countries, Spanish-speaking students account for 58% of the total population. Addressing the English language development needs of these students is critical



to the district, but also central to the district's mission is to linguistically prepare its English-dominant students to live in an increasingly international world. The school system was awarded a Foreign Language Assistance Program grant, *Project Unidos*, to address the needs of both of these populations and to expand a dual language immersion program previously initiated with other Title VII funds.

When this model was started, Broward County Public Schools joined a growing number of well-informed local school districts that are implementing dual language elementary, middle and high school programs. In classes that are half-filled with English-dominant speakers and half-filled with Spanish-dominant language users, the school district provides 50% English and 50% Spanish instruction. The result is that the English-dominant students learn Spanish, and the Spanish-dominant students learn English while also learning to read and write the Spanish that they already speak.

“My language classes helped me do better with all my school work.”

The principal instructional aim of *Project Unidos* was to expand the existing dual language program from one elementary school to three. However, an additional goal of the program was to expose non-immersion program students who attend those same schools to Spanish language and culture, albeit much less intensely than the dual language program. Sea Castle and Riverland Elementary

Schools joined Broadview Elementary School, the original dual immersion site, thus allowing for equitable geographic opportunities by placing the dual language program in one school in the southern part of the district, one in the north, and one in its center. One project class per grade level at these three elementary schools is identified as the *Project Unidos* class with instruction provided half in English and half in Spanish. Students move easily from one language to the other as their bilingual English/Spanish teachers teach the designated grade-level content.

In one third grade class at Riverland Elementary School, the teacher uses a collection of balls and rings to introduce her students to our solar system. Students learn the names of the planets and interesting facts about each. There is even a song that the students learn that helps them remember the planets and their descriptions. Today, the lesson may be in Spanish; tomorrow, the follow-up lesson may be in English.

At Broadview Elementary School, a visit to the second grade class finds the teacher sharing a story about a monkey and his antics. Students listen with rapt attention as the teacher tells the story and shares pictures from the big book. Once she has completed the story with the students, they read the story aloud with the teacher. Finally, she asks the students to identify nouns and verbs used in the story and to answer some simple “where?” and “when?” questions related to the story’s content—and, of course, the entire lesson takes place in Spanish.

These two classroom scenarios are a testament to the fact that *Project Unidos* is accomplishing its mission. The serendipity is that once students leave the three elementary schools, two Broward County middle schools (Crystal Lake and McNichol) provide classes designed to continue the *Project Unidos* experience.

A group of sixth graders at Crystal Lake Middle School, now in their seventh year of dual language instruction, are exploring the 17th century world of picaresque literature as their teacher leads them through the Spanish epic, *Don Quijote de la Mancha*. While Cervantes’ original work might prove a daunting assignment for most middle school learners, the teacher has provided a comic-like abridged version of the literary masterpiece. As one watches the students become captivated by the story, the universal appeal of the work becomes evident, and students in 21st century Florida make an emotional connection with characters from four centuries past.

After completion of the middle school dual language program, Broward County students are qualified for enrollment in the high school continuation, which is housed at Hallandale and Deerfield Beach High Schools. There, students have the opportunity to continue their studies in the highly acclaimed International

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Baccalaureate Program available through both schools.

While a growing body of research underscores the effectiveness of dual language immersion programs for teaching language and academic content, an added benefit that accrues to non-English dominant users in these programs is the validation it provides for their native culture. The fact that 50% of instructional time is dedicated to second language informs non-English-dominant students that their language is important and that their culture is worthy of study. This phenomenon is a powerful self-esteem builder for students who may come from homes where a great deal of pride comes from the use of a language other than English and in its cultural celebrations. Too often, students attend schools where the message is sent (and often received) that the second language and its culture should take second place, if any place, to English.

The Office of Multicultural/Foreign Language/ESOL Education of the Broward County Public Schools, which has been responsible for designing and implementing *Project Unidos*, determined that, if the instructional program would be successful, it had to be surrounded by a comprehensive network of support and enrichment—for both teachers *and* students. A staff member from the central office was assigned to shepherd the program and to coordinate extracurricular offerings to the three elementary school sites. Over the three years of FLAP funding, program teachers were provided a multitude of professional development opportunities to better equip them to provide dual language immersion experiences to their students. These sessions were offered throughout each academic year and intensively in the summer months, thus giving teachers the opportunity to have hands-on curriculum design experience as they formalized a curriculum framework for *Project Unidos* based on national and Florida foreign language standards. Among the topics explored by project teachers were the following: second language acquisition theories; methods and strategies for teaching Spanish as a foreign language and Spanish for Spanish speakers; cultural and technology integration; portfolios in the foreign language classroom; alternative assessment; Hispanic American music as a classroom teaching tool; and inclusion in the foreign language classroom.

The Broward County Public Schools provided intensive summer institutes to capitalize on the high interest of students enrolled in the program. These institutes allowed students to maintain their language skills and also take more in-depth looks at Hispanic cultures. Thematic units, full of hands-on activities and cultural experiences, were developed by project teachers to motivate students to continue their language learning during the summer hiatus.

Parent involvement was a major focus of *Project Unidos*, and a multitude of opportunities was offered to enlist their buy-in and support for the grant. A parent advisory group was formed among the three elementary schools of the initial grant to help project leadership disseminate information about the program and solicit volunteers to provide enrichment. Parent training sessions were also offered to provide specific help to parents in maximizing the effect of the program on the students. Through their connections within the community, parents were able to offer assistance in identifying and inviting foreign government officials and community business leaders to become active partners in providing cultural enrichment for students involved in the program. As a result, classroom materials, contests and prizes have been made available by the community to encourage student advancement in language learning.

With the realization that learning second languages takes a long time, the Broward County Public Schools provide an exemplary way to address that challenge. *Project Unidos* gives young children a solid start in their second language learning journey, and if the story stopped there, the Foreign Language Assistance Program would still be a success. However, the school district has chosen to provide rich continuation opportunities for *Project Unidos* students as they move far beyond the elementary school; this is, indeed, icing on the cake.

**Office of Multicultural/Foreign Language/
ESOL Education
Broward County Public Schools
1441 South Federal Highway
Fort Lauderdale, FL 33316
954.765.6680**

**Before FLAP:
Dual language program (Spanish-English) in
one elementary school**

FLAP Awarded	After FLAP
<p>FLAP Grant Focus:</p> <ul style="list-style-type: none"> • Dual language program expanded from one elementary school to three sites • FLES instruction made available to non-dual language program students at dual language sites • Extensive professional development for teachers • Strong parental involvement 	<ul style="list-style-type: none"> • Dual language program continues in the three elementary schools • FLES instruction continues to be provided to non-dual language program students at dual language sites • Dual language program extended to two middle schools and two high schools • Articulated professional development continues to be provided for project teachers • Parent volunteer component stronger than ever

“As a result of FLAIR, everything for me changed”

a Delaware foreign language teacher

Foreign Language Achievement and Instructional Reform (Project FLAIR)

**Delaware Department of Education
Dover, DE**

Looking for a way to maximize its efforts to design state-level foreign language standards and to afford greater teacher participation in the development process, the Delaware Department of Education sought, and was awarded, the FLAP grant, Foreign Language Achievement and Instructional Reform (FLAIR). While the grant was formally initiated and awarded to the Department of Education, the concept for the



grant and its implementation were the result of collaborative efforts among the Department, Higher Education and the Delaware Council on the Teaching of Foreign Languages (DeCTFL). The result was a systemic statewide initiative, and just the beginning for massive changes in the design and implementation of instruction, as well as changes in how teachers are trained and nurtured in the state of Delaware.

The last thing foreign language leaders in Delaware wanted the developing state standards to become were more volumes left sitting on teachers' shelves. Energized by the emerging new content standards that were influenced by the latest information from the national foreign language scene, the standards developers wanted to determine ways that classroom teachers would buy-in to

the new directions that the fully implemented standards would take them.

FLAIR allowed that process to take place.

“FLAIR caused me to step out of my comfort zone and to take a chance.”

To enlist the desired direct involvement from teachers, the Delaware Department of Education awarded competitive grants to local Delaware school districts. These districts would designate demonstration sites for

implementation of the emerging content standards. This practice—formative assessment of the

value and applicability of the new state standards—would allow the process to be informed by actual classroom use of the standards, and to correct itself as needed. However, successful use of the new standards in the classroom meant that teachers needed to be knowledgeable of, and well-schooled in, the principles used in the development of the standards.

Mobilizing the second goal of the grant—to provide greater teacher participation in the development process—then became an imperative. To ground them well in the principles of the new standards, participating teachers and others were afforded professional development opportunities in topics such as the following:

- Models of foreign language instruction including immersion, partial immersion, sequential FLES, content-based FLES, two-way enrichment programs, Spanish for Spanish Speakers, Chinese for Chinese Speakers, etc.
- Communicative foreign language teaching with emphasis on learning to communicate through interaction in the target language
- Strategies linking performance-based instruction activities with performance assessment
- Use of authentic foreign language materials
- Instructional strategies, including learner strategy instruction, learner-centered teaching, cooperative and collaborative learning, interactive learning, and other strategies that address special populations, such as heritage language speakers, special education students, etc.

In addition to these learning opportunities, teachers were encouraged to make visits to other classes at all levels of instruction in order to increase understanding of the different contexts in which their colleagues operate. Also, intensive retreats involving K-12 faculty and university professors were held to promote understanding of the new content standards and to foster more comprehensive university-school partnerships.

The design of this grant was masterful. It recognized that there were multitudes of dedicated foreign language professionals at every level of instruction in Delaware, yet not everyone was on the same instructional or philosophical page. Fashioning the grant around an understanding and implementation of the important new content standards that would drive foreign language learning, and the context for the state's teacher training in the foreseeable future, provided the focus that the groups needed in order to begin a common dialogue. And begin it—and continue and continue and continue—they did. The grant's goal to use teachers' classrooms as the laboratory in which to test the new standards was a powerful

tool. It not only delivered tried-and-proven instructional paths for teaching and learning foreign languages in the state, but also empowered a group of teachers at all levels of instruction to be more in control of their professional lives and to be better teachers. Here is what Delaware teachers have to say about the impact of this FLAP program:

"It renewed me."

"FLAIR gave us the guts to go after technology funding for our foreign language students—and we got it!"

"We have become a family."

"Kids are using more language—and enjoying it!"

There is no question that the health of foreign language learning in Delaware is stronger and more vibrant as a result of FLAIR, and if this story ended with FLAIR, it would still be a resounding success. However, the news gets better. In retrospect, FLAIR was just the beginning—the catalyst for the continuation of systemic changes in the way foreign languages are conceived and taught in Delaware and the way that teachers are trained, both for pre-service and in-service.

Once FLAIR ended, the Delaware Department of Education and DeCTFL sought and received an Eisenhower professional development grant to address additional teacher development needs that were identified as a result of FLAIR. Further momentum was created when the state was awarded its second FLAP grant, the *Delaware CAPacity Initiatives*. Wanting to continue and expand the collaborative work initiated through FLAIR, this second FLAP grant is designed with a language planning framework to do the following:

- complete and revise the unfinished state performance indicators (the standards) as a result of field-tested classroom use;
- offer intensive summer professional development for teachers, including a study abroad component; and,
- establish elementary (grades four and five) after-school and summer camp programs in foreign languages with these classes also serving as teacher training laboratories for the universities.

The Delaware story gets even better as word comes of the successful bid for another Eisenhower grant. This initiative, *The SEEDS Project: Seize, Enhance, Encompass, Deliver and Strengthen*, works along side the second FLAP grant to provide additional enriching professional development experiences enabling Delaware teachers to continue to reach new heights in foreign language teaching and learning.

The effort to train so many of the state's teachers in oral proficiency

testing is an example of the interconnectedness of the outreach of these various grants. Developed by the American Council on the Teaching of Foreign Languages (ACTFL), the Oral Proficiency Interview (OPI) is a nationally recognized measurement, in academia and the work world, of an individual's ability to speak the language. Each year, great numbers of teachers seek training to understand the teaching for proficiency concept and the assessment (the interview) itself. The combined force of the two FLAP grants and the Eisenhower grants will render one-half of the state's public school foreign language teachers trained in this important concept for teaching and assessing foreign languages. This effort is but one illustration of how Delaware's foreign language leadership is capitalizing on every opportunity available through these grants to better train its teachers and to improve instruction.

While this story begins by the reporting of a very successful FLAP grant awarded to make statewide changes, it ends—or in all probability, continues—within sight of a growing number of "children" from the original grant, that have all made lasting impressions on the teachers who have been directly involved in their implementation, and the students who have become the ultimate beneficiaries.

**Office of World Language Education
Delaware Department of Education**

P. O. Box 1402
Dover, DE 19903-1402
302.739.4885

Before FLAP:

No state standards tied to national standards

FLAP Awarded	After FLAP
<p>FLAP Grant Focus:</p> <ul style="list-style-type: none"> • Redesign state standards to reflect national standards • Involve teachers to field-test the new standards in their classrooms • Provide a coordinated program of professional development experiences for teachers 	<ul style="list-style-type: none"> • Award of an Eisenhower grant for continued professional development • Award of a subsequent FLAP grant for developing performance indicators based on the new standards; providing a continued, articulated professional development program; initiating elementary school after-school and summer camp programs in Grades 4 & 5 • Award of an additional Eisenhower grant for continued professional development initiatives

"Our students can now study Japanese from kindergarten through 12th Grade!"

a Houston Principal

Japanese for the Future **Houston Independent School District** **Houston, TX**

When Ray Maldonado was appointed director of foreign languages for the Houston (TX) Independent School District, little did he know what would await him on his first day at work. Before his sack lunch could be put in the refrigerator, Maldonado was informed that a group of parents from Kolter Elementary School were waiting to see him. It seems that they were keenly interested in seeing that their children, who had begun learning Japanese in kindergarten and had continued through fifth grade, would be assured an opportunity to advance their foreign language education. In the past, students could only learn Japanese at this one elementary school, with no further opportunities available to them.



Maldonado went to work immediately to rectify the situation and assembled school, district and community support to seek a FLAP grant that would allow him to add Japanese at the middle school and high school levels. Houston's successful bid for FLAP funding translated into the eventual development of a K-12 offering of Japanese language and culture instruction for one of the nation's largest school districts.

Students wishing to begin Japanese instruction in the elementary school attend Kolter Elementary, one of Houston's many magnet schools, with this particular school focused on foreign languages and cultures. Students experience French, Japanese and Spanish as an exploratory opportunity in kindergarten and may enroll in the Japanese sequence beginning in first grade. A visit to the school finds that the well-established, highly articulated program is enormously popular among students, parents, teachers, administrators and the community. A well-trained teaching staff provides developmentally appropriate experiences that not only teach students the Japanese language, but also does it in the context of the regular elementary school curriculum.

***"These children
are so eager to
learn the
language and
about Japan!"***

A fourth grade class at Kolter provides a perfect example of

the connection of the foreign language to the regular elementary curriculum. Following the normal greetings and talk about the weather and the calendar, the teacher engages students in a review of numbers in Japanese. Students are quick and eager to tell the teacher the Japanese words for the numbers she holds up. While recognition of the numbers is important, using the numbers for real-life purposes is far more engaging and rewarding, so the teacher places a variety of addition, subtraction, multiplication and division problems on the board to challenge students to put their knowledge to use. After an introduction to the terms for *plus*, *minus*, *times* and *divided by*, students come to the board to tackle the problems and to describe them in Japanese to the rest of the class. As a follow-up to the work done in class, the teacher distributes a homework sheet containing additional math problems with instructions for students to complete the problems and describe them in Japanese to a parent or other adult at home. The parent or adult will then sign the homework indicating that the student completed the task.

Once students leave the Kolter Elementary School experience, they may continue their Japanese studies at Johnston Middle School, another of Houston's designated magnet programs. Students who have enrolled from Kolter continue on an articulated path to learning Japanese that mirrors developmental principles of the middle school. Other new students at Johnston may actually begin their initial study of Japanese, thus launching onto a track of language and culture learning that will provide them with a grades six through 12 program.

In a sixth grade class at Johnston, students who started the program at Kolter, and are continuing their studies, exhibit articulated linguistic development. After the teacher engages them in the normal "Good morning. How are you?" routine as class begins, she announces that a new student has arrived from Japan and will be joining their class. Sensing a perfect opportunity for an authentic exchange of information using phrases the students have previously learned, the teacher asks each student in class to introduce himself to the new student. Instead of a sterile classroom laboratory type of interchange between teacher and student, or English-speaking to English-speaking student, a real exchange of information occurs as members of the class introduce themselves and try to make the new student feel at home in her new class. Capitalizing on the addition of the new student, the teacher mentions to the class—in Japanese, of course—that the composition of the class (boy-girl ratio) has now been altered. What is the new ratio? Using the Japanese counter for people, students volunteer to count aloud the number of boys and girls to determine the new ratio. These activities that the sixth grade continuation class participate in provide an excellent example of how the Houston Japanese program offers meaningful instruction in the language, while making powerful connections to the middle school curriculum.

The high school portion of the Houston Japanese program takes place at Bellaire High School, the district's high school foreign language magnet. The placement of the high school component for

Japanese at Bellaire puts it in a foreign language and culture power house. Each year, approximately 1,300 students apply for 150 vacant slots at this magnet school. With 27 foreign language faculty, this extraordinary program not only provides instruction in Japanese, but also in Arabic, French, German, Hebrew, Hindi, Italian, Latin, Mandarin Chinese, Russian and Spanish. The widely acclaimed International Baccalaureate (IB) program is also available to Bellaire students and they can earn credits and advanced placement in universities around the world. In 1993, a graduate of the Bellaire program made the highest score in the world on one of his IB examinations. Other students from Bellaire also bring academic recognition to the school. Generally, 10% of the senior class is awarded National Merit semifinalist status, making Bellaire the number one ranked school in Texas and eighth among National Merit scholars.

With tracks for newcomers, as well as students who have come through the elementary and middle school Japanese programs, instruction at the high school continues to provide students challenging and articulated opportunities to learn the language and culture. In one high school class, the teacher gives the class a series of commands to which they have to demonstrate comprehension through gestures. After this activity, the teacher reads a story, during which the students use the commands they have learned. Following the reading of the story, the teacher asks the students to volunteer to tell the story in their own words. Language that emerges from the students is truly amazing. Speaking in strings of sentences (evidence that students are performing in the Intermediate-range of oral proficiency), students recount the story. The teacher occasionally stops the "reporter" and asks the class if what he or she said is accurate, after which the student continues the account of what happened in the story. Several students follow this pattern, and after each successful recounting of the story, the class applauds the reporter. Following this modeling, the teacher asks the class to assemble into pairs and do the activity with one another. This type of task is an excellent illustration of the articulated sequence that the Houston schools have established with their Japanese program. Moving from early language development stages where students listen and respond in simple ways, to the kind of activity that calls for students to exhibit a higher control of language functions, the Houston program produces students who are ready to move into advanced language development courses after high school.

There is no doubt that a huge portion of this program's success stems from well-trained teachers, supportive administrators and parents, and a committed and dedicated director in the central office. A highly enthusiastic and generous business community also contributes vastly to this extensive program. Mitsubishi has provided televisions, dubbing facilities, teaching materials and even doll collections to the program, while Mitsui provides funds to high school students for four- to five-week summer study scholarships in Japan. For high school students who want to take Japanese but cannot find time in their daily schedules, the Japanese Business

Association provides funds in the Houston schools, as well as in the Spring Branch district, for a Saturday school where students can get eventual credit for Japanese I and II.

From the meeting Ray Maldonado had with elementary school parents on his first day at work as district foreign language director, the Houston schools have come a long way. What exists today is an excellent example of coordination and collaboration among various elements—within and outside the school—to make possible a long sequence of language learning for students in any school system.

**Office of Foreign Languages
Houston Independent School District**
3830 Richmond Avenue
Houston, TX 77027
713.892.6175

**Before FLAP:
Japanese provided K-5 at one school in the district**

Before FLAP	After FLAP
<p>FLAP Grant Focus:</p> <ul style="list-style-type: none">• Extend Japanese to the middle school	<ul style="list-style-type: none">• Elementary and middle school Japanese programs maintained• Program expanded to the high school

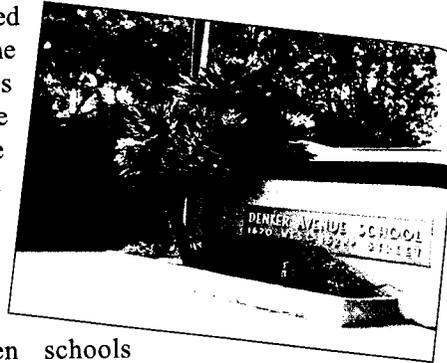
"I am so proud that, unlike me, my child is learning to read and write in Korean, his first language."

a Los Angeles Parent

Korean Dual Language Program

**Los Angeles Unified School District
Los Angeles, CA**

From all appearances, the Los Angeles Unified School District (LAUSD) has decided to put the research to the test. Armed with studies pointing to a high attainment of language proficiency of students in dual-language immersion programs, the nation's second largest school system launched a dual language Korean-English program using federal funds in three of its schools. Today, a visit to the 700,000-student school district reveals the program's growth to seven schools encompassing over 600 students who receive daily instruction in the dual language program.



As in any dual language program, half of each classroom is comprised of English-only students (in this case those desiring to learn Korean) and the other half, in the Los Angeles program, is comprised of students who are Korean-speaking and who will learn literacy skills in their first language while continuing to develop their English language skills. Overall goals of the program include:

- Development of high levels of both communicative and academic second language proficiency; continuation of primary language proficiency development
- Academic achievement in all content areas
- Development of appreciation for cultural diversity

"These students can speak Korean and they also excel on standardized tests of English, reading and math."

Following original Title VII funding to begin the program, the LAUSD sought and received a FLAP grant that was used to (1) expand the program from the primary grades into the upper elementary grades; (2) provide teacher training and development; and (3) produce materials and resources to be used by teachers and students. Those objectives were accomplished and what one sees today goes far beyond the original purposes of the FLAP grant. Students who started their studies at the onset of the program are

now freshmen at Fairfax High School, the third link in the K-12 chain for the dual language initiative. Los Angeles students first attend one of four elementary schools where the Korean-English program is available (Cahuenga, Denker Avenue, Third Street and Wilton Place Elementary Schools), continue their studies at Burroughs or Peary Middle Schools, and round out their dual language experience at Fairfax High School.

While it is truly an administrative wonder how this program has been structured to allow students from any of its system schools to participate in this dual language option, the real beauty of the program is what is seen inside the classroom. Among the tenets that undergird the success of classroom instruction are:

1. Korean and English are used to teach all subjects at all grade levels.
2. The percentage of English used for instruction increases each year until the fourth grade when English and Korean are each used 50% of the day.
3. Heterogeneous grouping by skill and language ability is used for instruction in all subject areas except language arts.
4. Homogeneous grouping by language skill level is used for instruction in language arts lessons.

In today's climate of accountability and measurable outcomes, the Los Angeles program does more than just provide a theoretically sound instructional program. It produces results in the form of hard, cold data that administrators, parents and even politicians like to see—and what are those results? Students in the Los Angeles Korean Dual Language Program are not only learning how to communicate in Korean; they are also outshining their monolingual peers on standardized tests of English, reading, and math. The end result is that students gain Korean language ability while also improving their ability in English, as well as in reading and math.

Classroom instruction is commanded by exceptionally well-trained, enthusiastic teachers whose language proficiency is native and whose pedagogical skills are well-honed. Because of these well-prepared teachers, students in the program find themselves in supportive, nurturing, exciting environments where learning is satisfying and fun. Age-appropriate instructional activities lead students to hear, speak, read and write in Korean and English at growing levels of proficiency each year. Since the language teacher is the grade-level teacher, students engage in the normal developmental activities that belong to each grade level—they just do it in both English and Korean.

Visits to the school system make it clear that one of the strengths of the dual language program is the integration of culture into the instructional offering. The ability of students to experience, to understand, and to appreciate Korean culture is a major emphasis of the program. All of the program's native-speaking teachers of Korean either possess first-hand knowledge of Korean culture by virtue of having grown up in it, or they have participated in highly focused



culture training through the district's staff development initiative or study abroad opportunities. The net result is that students are surrounded by the culture in their daily lessons and in unique after-school enrichment programs that are tailored to the interests of each school. From learning Korean calligraphy at the hand of a community expert, to practicing Korean drumming led twice weekly by a University of California-Los Angeles professor, English-only and Korean-dominant students in this program are not only learning about Korean culture, they are experiencing and acquiring it.

An integral component of the Los Angeles program is annual presentations and festivals prepared by teachers and students and offered to parents and community. A Cahuenga Elementary School program provided students at every grade level the opportunity to dress in traditional clothing and sing traditional songs in Korean. Parents and community members filled the auditorium to witness what these students had learned. As in any dual language program, presentations such as this Cahuenga production go a long way in helping to legitimize the non-American culture represented in the program. The great pride that parents, grandparents and community members feel when they see young children learning traditional songs and cultural ways shows in their faces and promotes the bridge-building between the two cultures.

The Los Angeles Korean Dual Language Program was conceived, and is operated by, a highly competent, well-informed group of central office advisors who work hand-in-glove with the local schools to guarantee the program's success. Proud parents, as well as local school partners who are energetic and enthusiastic administrators, help strengthen the partnership between central office and local school. The community-at-large is also well-organized in support of this highly visible program in the greater Los Angeles area. The Korean Consulate has been instrumental in single-handedly

providing language arts textbooks from Korea at no cost to all students in the Los Angeles program. This makes it possible for students to have access to the best possible authentic materials available to encourage their acquisition of age-appropriate language embedded with examples of pertinent literature that aids culture acquisition. Standing aside the Consulate is The Korea Foundation. They have provided teachers with a number of professional development opportunities, both domestically and abroad, in addition to sending cohorts of teachers and school administrators for short visits to Korea to experience, first-hand, the culture and people of the country.

The Los Angeles program is heartening to the visitor. They are greeted by a positive, successful, energetic, enthusiastic tone at every school—from administrators to program teachers to students to regular school faculty to parents. This program is producing formerly English-only students who finish the program having attained functional proficiency in a language often difficult for Americans of any age to learn. It, too, is producing Korean-dominant students with enhanced command of their first language by adding the ability to read and write Korean to their ability to speak it. Furthermore, these students walk away with academic achievement and increased communicative abilities in the English language. Both groups complete the program with extensive knowledge of Korean culture. This well-built, well-oiled machine is producing results that many schools throughout the nation should be rushing to replicate.

**Asian Pacific and Other Languages Office
Los Angeles Unified School District**

730 E. 14th Street
Los Angeles, CA 90021
213.763.1408

**Before FLAP:
Kindergarten, First and Second Grades**

FLAP Awarded	After FLAP
<p>FLAP Grant Focus:</p> <ul style="list-style-type: none"> • Addition to Third, Fourth and Fifth Grades 	<ul style="list-style-type: none"> • Maintenance of the K-5 program • Addition of Middle School and High School

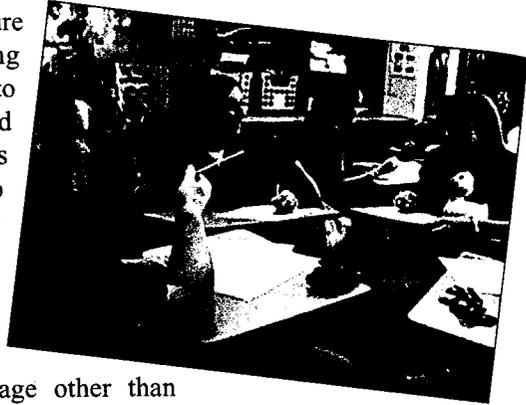
"This project brought focus and cohesion to foreign language learning in our state."

an Oregon foreign language teacher

Model Schools Project

**Oregon State System of Higher Education
Eugene, OR**

The State of Oregon intends to ensure that its students meet demanding instructional goals by requiring them to demonstrate performance, as opposed to only marking seat time. This means that foreign language teachers can no longer think about Japanese I or French II in terms of "covering" certain material in textbooks. Beginning in 2005, Oregon high school students will be required to demonstrate proficiency in a language other than English at the level of Intermediate-Low (for the western languages) and Novice-High (for the non-western languages) on the proficiency scale developed by the American Council on the Teaching of Foreign Languages (ACTFL).



Managed through the University of Oregon-based Center for Applied Japanese Language Studies, this FLAP grant focused on Japanese teachers, but had broad application to teachers of all foreign languages. Armed with an idea to help teachers better understand, and be able to teach toward, the new Oregon benchmarks for foreign language learning, Carl Falsgraf, the Center's director, conceived and implemented a project that would give teachers the required time and resources to make the benchmarks come to life in Oregon classrooms. The FLAP grant achieved that purpose and, in the process, created a cadre of fiercely professional foreign language teachers better equipped than before to provide high-quality language instruction.

"Before this project, I taught from my textbook. Now I focus on the benchmarks."

To help teachers adjust to this mindset, the Oregon FLAP grant provided (1) professional development to help teachers implement the new foreign language performance benchmarks, (2) time to conceive and create, both independently and with colleagues, new instructional strategies, and (3) time to grow professionally through the vehicles of class observation and mentoring. While teachers in most districts throughout the nation attend professional development events in any

given year (whether district-provided or through attendance at professional conferences), they uniformly protest that there is never enough time to think about how to implement changes in the classroom. The time which the district provides is eaten up by the professional development experience itself, leaving teachers alone to implement, or not, what they learn. Acknowledging this phenomenon, this FLAP grant provided release days for teachers to attend specific professional development seminars aimed at helping them implement the Oregon benchmarks. It also provided days to be used by teachers, alone or in groups, to continue implementation plans. Additionally, funds were set aside to cover costs of substitute teachers for each release day provided for the project teachers. As one participant said, "The project gave me time and resources to finally make connections."

Teachers who participated in the grant did so either as a *Model Schools* teacher or a *Pioneer Schools* teacher. For each year of the three-year grant, five sites were selected to serve as *Model Schools* and to serve as demonstration sites for the implementation of the Oregon benchmarks. Selected foreign language faculty at these schools were provided with the previously described professional development opportunities and release time, and agreed to have an open door for other schools that would like to see "teaching toward the benchmarks" in practice. Additionally, four schools wanting to expand their Japanese offering to the elementary and/or middle grades were selected as *Pioneer Schools* with faculty from the *Model Schools* serving as mentors for the *Pioneer* teachers. This helped secure a more solid start for fledging pre-secondary programs in Japanese in Oregon and provided ongoing consultative help for the new school programs throughout the grant's life. The *Model* and *Pioneer Schools* concept was a wonderful symbiotic relationship that allowed faculty at *Model Schools*—who had grown tremendously through their specialized professional development and hands-on experiences of changing instructional practice—to lend a well-informed and helping hand to schools that wanted "what they had."

Just ask any Oregon teacher who participated in this project what they got out of the experience and you'll need to sit down for a cup of coffee. Here's just a sampling of what they have to say:

"This project has had an incredible impact at my school, in my district and throughout the entire state."

"It made Japanese one of the major players."

"I discovered my philosophy."

"This project has served as a model for other languages."

"It has 'upped' our level of professionalism."

"It was so empowering—I felt like a student teacher again."

"Dealing with assessment really clarified my teaching."

"Teaching to the benchmarks has made my kids more confident language users."

"This grant has created a dialog between the K-12 schools and the post-secondary institutions."

"I developed a better understanding of language acquisition."

"This has made us self-examine and self-actualize."

"I was an isolated foreign language teacher in my school; I now feel a sense of community."

"The networking made me a stronger teacher."

"The workshops were so empowering."

"Before the Model Schools Project, I stuck to my textbook. Now I teach to the benchmarks."

One of the five goal areas of the national foreign language standards aims for teachers and students to make connections between the classroom and the community. To help actualize this aim, a collaborative grant follow-up effort was launched between the Center and the Japanese Chamber of Commerce (*Shokokai*), an organization of over 100 Japanese-related businesses in Portland. Springing out of an existing work-visitation program for higher level Japanese students, the *Shokokai* collaborated with the project to establish the *Hannichi Homestay*. In this innovative program, Japanese nationals living in the greater Portland area invite students to spend afternoons in their homes to learn first-hand about Japanese culture, while at the same time, provide an opportunity for the students to practice their Japanese skills. This increasingly popular enrichment opportunity is offered to any student of Japanese who has completed at least one year of study. Currently, there are more students who want to participate in this experience than there are homes to receive them. Proving that this experience is motivating language students by making personal and real-life community connections is a comment by one who said, "Now I want to be an exchange student!"

Visiting Carl Falsgraf's office today, one would never know this FLAP grant had ended. Many spin-off projects are in operation, heavily influenced, and in some cases directly led by, teachers who participated in the original grant. Some examples include:

- Summer intensive workshops taught by project teachers
- The creation of the Oregon Japanese Oral Performance Assessment (OJOPA), an assessment tied directly to national and Oregon foreign language standards
- The *Nihongo Caravan* (a program conceived and implemented by Model Schools teachers to take know-how and expertise for curriculum design, and performance-based teaching and assessment outside Oregon)
- The creation of *The Touchstone Modules*, a collection of 10

standardized teacher training workshops that can be delivered throughout the state, and beyond, to provide training in standards-based teaching, learning and assessing.

Also stemming from the original grant, work that the Center accomplished to create technology-mediated standards-based assessments in Japanese has now been expanded to Spanish, French and German. At this printing, schools throughout Oregon are piloting these performance-based assessments to fine-tune them for broader use in the state and beyond.

Educators who participated in this original FLAP grant testify with zeal and commitment to differences made in their own lives and in those of their students. Other projects that were spawned by the grant live and thrive in a collegial environment that is heavily influenced by the grant. Interestingly, while the project was originally conceived to focus on teachers of Japanese in Oregon, the result is best expressed by Falsgraf himself: "We have always worked with teachers of languages other than Japanese, but now almost everything we do connects with other languages. Whether it is assessment, curriculum, or professional development, if it works in Japanese, it should work in any language, and vice versa."

Center for Applied Japanese Language Studies

1246 University of Oregon
Eugene, OR 97403-1246
541.346.5715

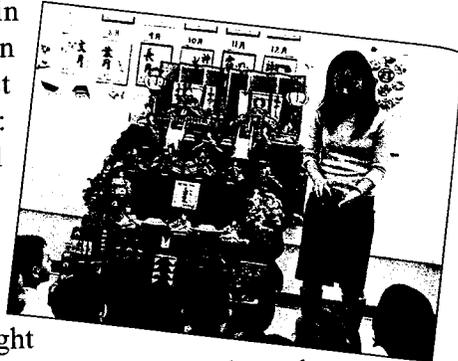
Before FLAP:
No organized program

Before FLAP	After FLAP
<p>FLAP Grant Focus:</p> <ul style="list-style-type: none">• Professional development for teaching toward the Oregon benchmarks• Release time for teachers to create new instructional strategies• Peer observations and mentoring	<ul style="list-style-type: none">• Summer intensive teacher training workshops• Oregon Japanese Language Proficiency Assessment• Performance assessments in French, German, Spanish• Nihongo Caravan• Hannichi Homestay• The Touchstone Modules for Teacher Development

Japanese as a Second Language Program

Maloney Magnet School Waterbury, CT

The elementary school program in Japanese at Maloney Magnet School in Waterbury, Connecticut is a perfect example of what FLAP sets out to do: start or nurture existing programs and put them on legs firm enough to stand alone once FLAP funding ceases. That's exactly what has happened at Maloney. Started with partial funding from a state-level FLAP grant, the school sought



its own FLAP grant in the mid-90s to expand the program through third grade. The program's popularity led to parents asking the question, "Why not fourth and fifth grades, too?" Through its deepened commitment to the teaching of Japanese, the school found the funds required to expand the program to a full pre-kindergarten through fifth grade offering.

Maloney, an "interdistrict" school, was established to serve students from the City of Waterbury, as well as those from three other local districts: Plymouth, Thomaston and Wolcott. Conceived as a magnet school to retain local students and to draw others from nearby districts, this urban school chose Japanese to be one of its main themes and one of its major attractors.

"My Spanish-English Bilingual Program child at Maloney will be able to speak three different languages by the time he leaves high school!!"

A visit to the school validates that an education in Japanese language and culture is one of the foundation stones of its mission. From awards won for excellence in Japanese, to artwork and projects displaying student work, to the warm student greetings in Japanese that the teachers receive as they walk down the hallways' of this sparkling new facility, the visitor is fully aware that this is a Japanese learning

environment where children are happy and quality learning is taking place.

All children at Maloney are the beneficiaries of Japanese language and culture study. The inclusion of the school's bilingual population of native Spanish-speaking children is a perfect example. These children, who are already enrolled in specialized programs that provide learning opportunities in English, as well as their native language, are able to layer on Japanese as their third language. Observations of Maloney's bilingual students show the ease with which they acquire their third language as they transfer skills and knowledge gleaned from learning their first and second languages. The rooting of the Japanese program in developmentally appropriate practices for young children, as well as in sound principles of language acquisition, provides fertile ground for language learning by these bilingual children.

In classrooms staffed by two full-time teachers, Maloney students in kindergarten through fifth grade receive three 25-minute classes per week of high-powered, developmentally appropriate instruction in Japanese language and culture. Pre-kindergarten students are exposed to the language once per week for the second half of the school year. All classroom instruction emanates from a dynamic, ever-changing curriculum that is rooted in the best early childhood teaching practices and is wedded with the finest thinking of the foreign language profession on teaching foreign languages to young children. A look inside the Japanese classrooms finds students sitting on rugs to hear stories or watch videos; disbursing to centers to enjoy independent, yet interconnected, learning experiences ranging from coloring to participating in PowerPoint presentations; working in groups to devise a new school schedule in response to a "request" from the Emperor of Japan and then videotaping their suggestions; learning proper stroke order as they take pride in developing their *hiragana* character-writing skills; and a host of other activities that captures their attention and motivates them to want to learn more.

The rich extra-curricular opportunities provided to its Japanese students, and the strong communication maintained between school and parent, are two hallmarks of the Maloney program. Parents are kept well-informed, and their participation solicited, through several newsletters written throughout the year by the two teachers of Japanese. At the beginning of each year, returning parents are reminded of, and new parents informed about, how the Japanese program operates and the

Incrementento

principles upon which it is based. Additionally, they discover what the students will learn in their Japanese classes, and how the parents might take a hands-on approach to helping them. An example of the strong connections made between home and classroom is the interactive homework assignments that are provided several times throughout the year. In these activities, students become the *sensei* (teacher) as they help their parents, siblings, and friends learn what they have been taught. Typically, the assignment contains a picture dictionary that the student uses to help home members learn some of the vocabulary learned in class. There are also appropriate culture notes, as well as an activity to be accomplished by the student and an adult at home. Finally, parents are asked to comment about their perceptions of how well their child is learning Japanese and to share that information with the teacher.

The invitation to the parent to become involved in their child's learning does not stop with the occasional interactive homework assignment. The Maloney teachers continually provide students, parents and the community opportunities to see Japanese culture, up close and personal, through the recognition and celebration of various Japanese festivals and observances throughout the year. While the newsletters inform parents about annual Japanese cultural observances that their children will mark in class, there are also festivals that the Japanese teachers and students sponsor, and to which parents and community are invited. These include the *Sakura Matsuri* (Cherry Blossom Festival) in which students perform and display artwork, as well as the *Undokai* (Japanese Athletic Festival) where students compete in a variety of cooperation-oriented events.

Parent involvement does not stop with the onset of the summer vacation. The Maloney teachers are frequently asked for, and gladly provide, summer learning opportunities and activities for their students. These activities range from creative, cooperative projects involving artwork, to selected lists of appropriate Internet sites to visit, to maintaining contact with pen pals with whom students keep in touch during the school year.

Inclusive of inspired students and parents, the Maloney program derives its strength from its founder and lead teacher, Jessica Thurrott Haxhi, and the school's principal, Maryann Thompson. Haxhi, former president of the National Council of Japanese Language Teachers, is widely recognized for her finely tuned leadership skills and her excellence in teaching. The superior quality of the Maloney program can be much attributed to the rich experiential background that she brings to

it. Maloney's program in Japanese thrives in a supportive, encouraging and nurturing environment provided by the school principal. An ardent supporter of the program, Thompson recognizes the doors that Japanese language and culture learning open for her students, and appreciates the strong community support for the program's continuation that is voiced over and over.

The Waterbury schools were serious about the goal of the Foreign Language Assistance Program—to help seed and expand programs that local districts can continue to maintain after initial grant money is expended. The combination of FLAP funds was augmented by local district resources to create a pre-kindergarten through fifth grade program that continues to operate and flourish today, several years after FLAP money ended. Maloney Elementary School is an excellent example of how local settings can use federal-level assistance to begin or expand local offerings, and yet liberate themselves from having to depend on continued federal help as their programs mature.

Maloney Magnet School

233 South Elm Street
Waterbury, CT 06706
203.574.8162

**Before FLAP:
Kindergarten, First and Second Grades**

FLAP Awarded	After FLAP
<p>FLAP Grant Focus:</p> <ul style="list-style-type: none">• Addition of Third Grade	<ul style="list-style-type: none">• Maintenance of K-3 program• Addition of Pre-kindergarten, Fourth & Fifth Grades

Beyond the Grant

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Project Unidos

Broward County Public Schools

Fort Lauderdale, FL

Before FLAP—Dual language program (Spanish-English) in one elementary school

Before FLAP	After FLAP
<p>FLAP Grant Focus:</p> <ul style="list-style-type: none"> • Dual language program expanded from one elementary school to three sites • FLES instruction made available to non-dual language program students at dual language sites • Extensive professional development for teachers • Strong parental involvement 	<ul style="list-style-type: none"> • Dual language program continues in the three elementary schools • FLES instruction continues to be provided to non-dual language program students at dual language sites • Dual language program extended to two middle schools and two high schools • Articulated professional development continues to be provided for project teachers • Parent volunteer component stronger than ever

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Foreign Language Achievement and Instructional Reform (Project FLAIR)

Delaware Department of Education

Dover, DE

Before FLAP—No state standards tied to national standards

Before FLAP	After FLAP
<p>FLAP Grant Focus:</p> <ul style="list-style-type: none"> • Redesign state standards to reflect national standards • Involve teachers to field-test the new standards in their classrooms • Provide a coordinated program of professional development experiences for teachers 	<ul style="list-style-type: none"> • Award of an Eisenhower grant for continued professional development • Award of a subsequent FLAP grant for developing performance indicators based on the new standards; providing a continued, articulated professional development program; initiating elementary school after-school and summer camp programs in Grades 4 & 5 • Award of an additional Eisenhower grant for continued professional development initiatives

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Japanese for the Future

Houston Independent School District

Houston, TX

Before FLAP—Japanese provided K-5 at one school in the district

Before FLAP	After FLAP
<p>FLAP Grant Focus:</p> <ul style="list-style-type: none"> • Extend Japanese to the middle school 	<ul style="list-style-type: none"> • Elementary and middle school Japanese programs maintained • Program expanded to the high school

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Korean Dual Language Program
Los Angeles Unified School District
Los Angeles, CA

Before FLAP—Kindergarten, First and Second Grades

Before FLAP	After FLAP
<p>FLAP Grant Focus:</p> <ul style="list-style-type: none">• Addition to Third, Fourth and Fifth Grades	<ul style="list-style-type: none">• Maintenance of the K-5 program• Addition of Middle School and High School

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Model Schools Project
Oregon State System of Higher Education
Eugene, OR

Before FLAP—No organized program

Before FLAP	After FLAP
<p>FLAP Grant Focus:</p> <ul style="list-style-type: none">• Professional development for teaching toward the Oregon benchmarks• Release time for teachers to create new instructional strategies• Peer observations and mentoring	<ul style="list-style-type: none">• Summer intensive teacher training workshops• <i>Oregon Japanese Language Proficiency Assessment</i>• Performance assessments in French, German, Spanish• <i>Nibongo Caravan</i>• <i>Hannichi Homestay</i>• <i>The Touchstone Modules for Teacher Development</i>

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Japanese as a Second Language Program
Maloney Magnet School
Waterbury, CT

Before FLAP—Kindergarten, First and Second Grades

Before FLAP	After FLAP
<p>FLAP Grant Focus:</p> <ul style="list-style-type: none">• Addition of Third Grade	<ul style="list-style-type: none">• Maintenance of K-3 program• Addition of Pre-kindergarten, Fourth & Fifth Grades

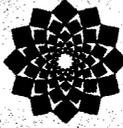
A final word

The programs spotlighted in this publication represent many successful and far-reaching Foreign Language Assistance Program projects that have been funded since the inception of the grant program more than ten years ago. These creative and innovative projects have used federal funds to begin or expand existing programs and have used local or state resources to continue operating after federal assistance ceased. All of these programs have not only maintained status quo, but have also grown and are thriving. These examples are offered to instruct and to inspire; they are intended to serve as catalysts for future grants that will continue to improve the teaching and learning of foreign languages in American schools.

Where to find more about FLAP

Local school systems and state education agencies wishing to learn more about Foreign Language Assistance Program grants are encouraged to visit the Web site for the *Office of English Language Acquisition, Language Enhancement & Academic Achievement for Limited English Proficient Students* (OELA) at <http://www.ed.gov/offices/OELA>. Also, information on previously successful grant applicants and summaries of those grants can be found at <http://www.languagepolicy.org>, the Web site of the Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS).

The American Council on the Teaching of Foreign Languages (ACTFL) is a national association of foreign language professionals dedicated to furthering foreign language education in all languages and at all levels of instruction. Its membership includes elementary, secondary, and postsecondary teachers, administrators, specialists, supervisors, researchers, and others concerned with foreign language education. More than 70 state, regional, and national associations participate in ACTFL's governance and activities through its Assembly of Delegates. ACTFL is one of only three non-governmental agencies that sit on the Interagency Language Roundtable, an unofficial colloquium of more than 30 federal agencies involved in language teaching and testing.



ACTFL
6 Executive Plaza
Yonkers, NY 10701-6801

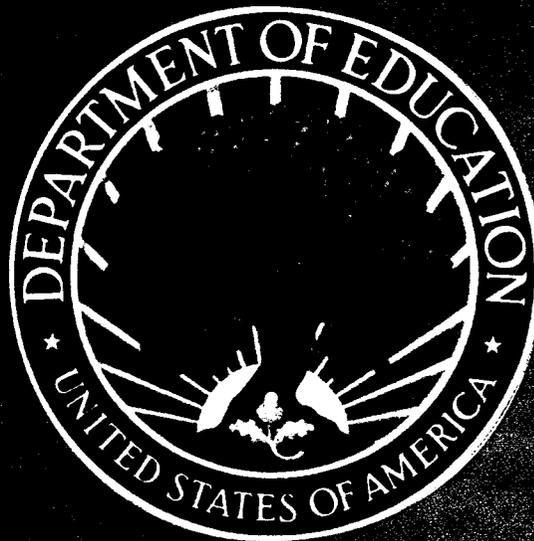
Greg Duncan, consultant to ACTFL and author of this publication, is President of InterPrep, Inc., a consultative service that provides assistance to individual schools, school systems, institutions of higher education and other educational entities in the areas of foreign languages and international education. InterPrep assists foreign language leadership personnel in curriculum and assessment development, in-service teacher training, program evaluation and long-range planning initiatives.

INTERPREP, INC.

139 Foxridge Court
Marietta, GA 30067

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NCELA
2121 K St., NW, Suite 260
Washington, DC 20037
www.ncela.gwu.edu
(202) 467-0867 / (800) 321-6223



Office of English Language Acquisition,
Language Enhancement & Academic Achievement for Limited
English Proficient Students

US Department of Education
330 C Street, SW
Washington, DC 20202
(202) 205-5463
www.ed.gov/offices/OELA